

CONNECTED LONDON

A guide for area leaders striving to connect young Londoners to exciting cultural opportunities



London

**The best place in the world to
have a creative childhood**
discuss...

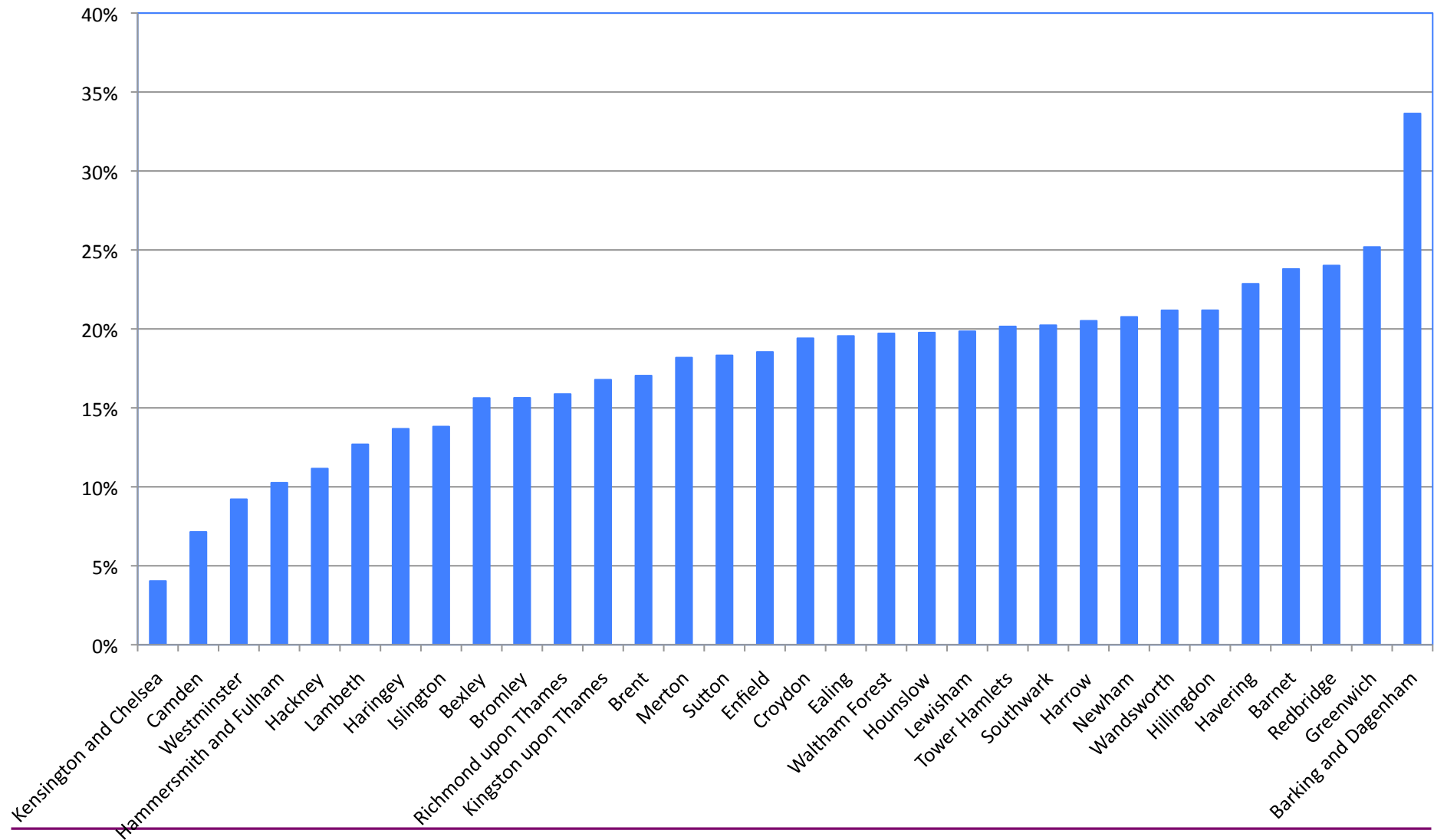
LONDON 2014

- London's population has risen by 330,000 since 2008
- From 2011-2021 the population will rise by 1million.
- London's population will exceed New York's and by 2030 and approach 10 million
- A minimum 450,000 new jobs for Londoners will be needed in the next ten years
- London needs X new primary school places by 2020

Growth means
demand, opportunities
for new ways of doing
things, a chance to re-
shape services

*Could this be the era
of the creative school?*

GROWTH 5-12's by 2020



INVESTMENT AND CHANGE

- The Royal Docks - £22 billion investment including London's first Asian Business Park and 11,000 homes
- Upper Lea Valley – 15,000 new homes, 9,000 jobs
- £8.5m capital funding to upgrade Hackney Wick Station
- Nationally, £21 billion capital investment a year in new schools

New
communities
emerge and need
culture

—LGA predicts the spending cuts will amount to a 27% (or £7.4bn) real terms cut to Local Authorities across the country from 2010/2011-2019/2020

—Cuts disproportionately in the lowest income per capita areas – the 50 worst off places looking at effective funding gap of 48%

—London Councils estimate 60% of LA funding will go on waste and adult social care by 2020

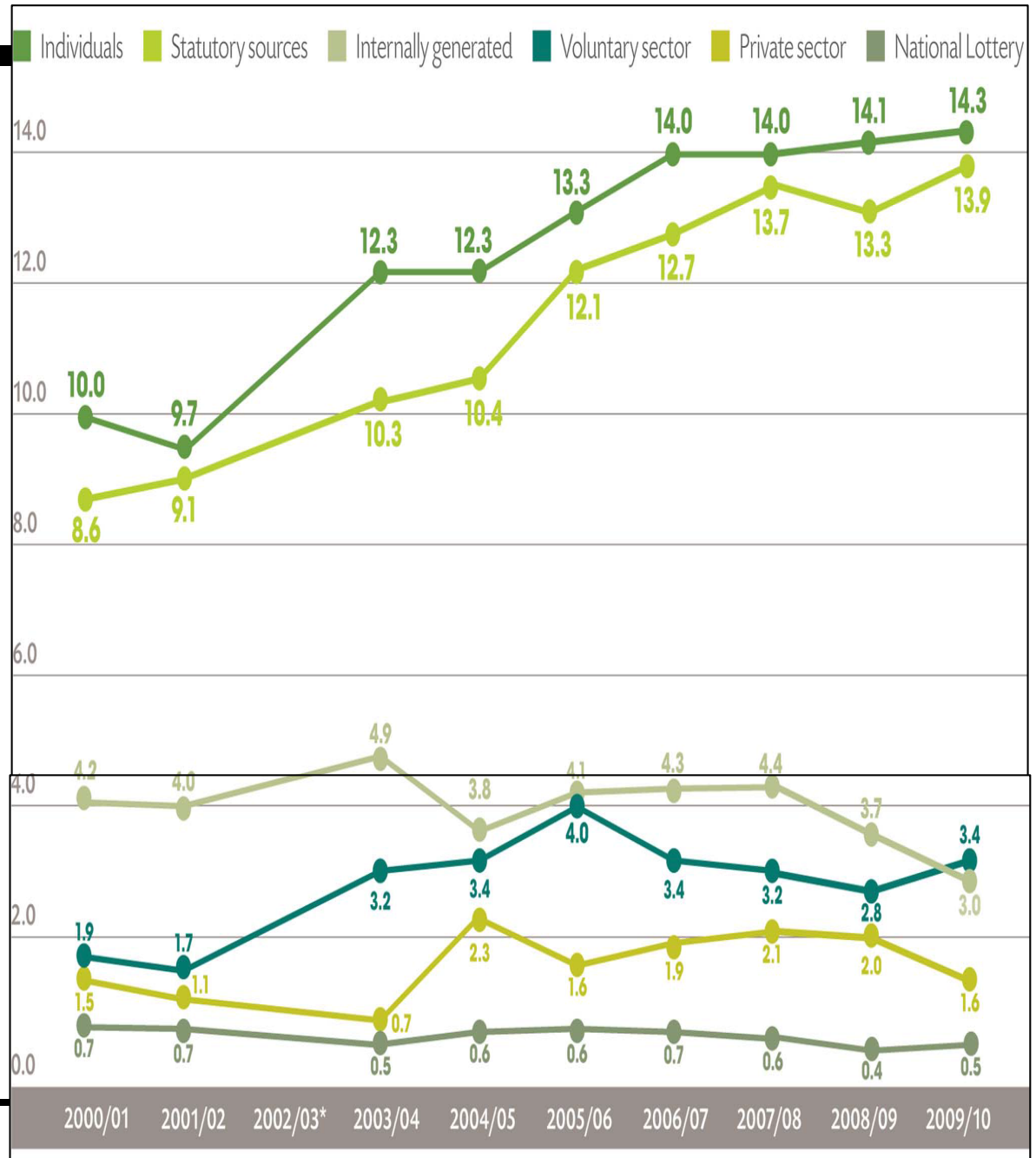
Re-invention of
local authorities
as *place-makers*
responding to
what residents
value

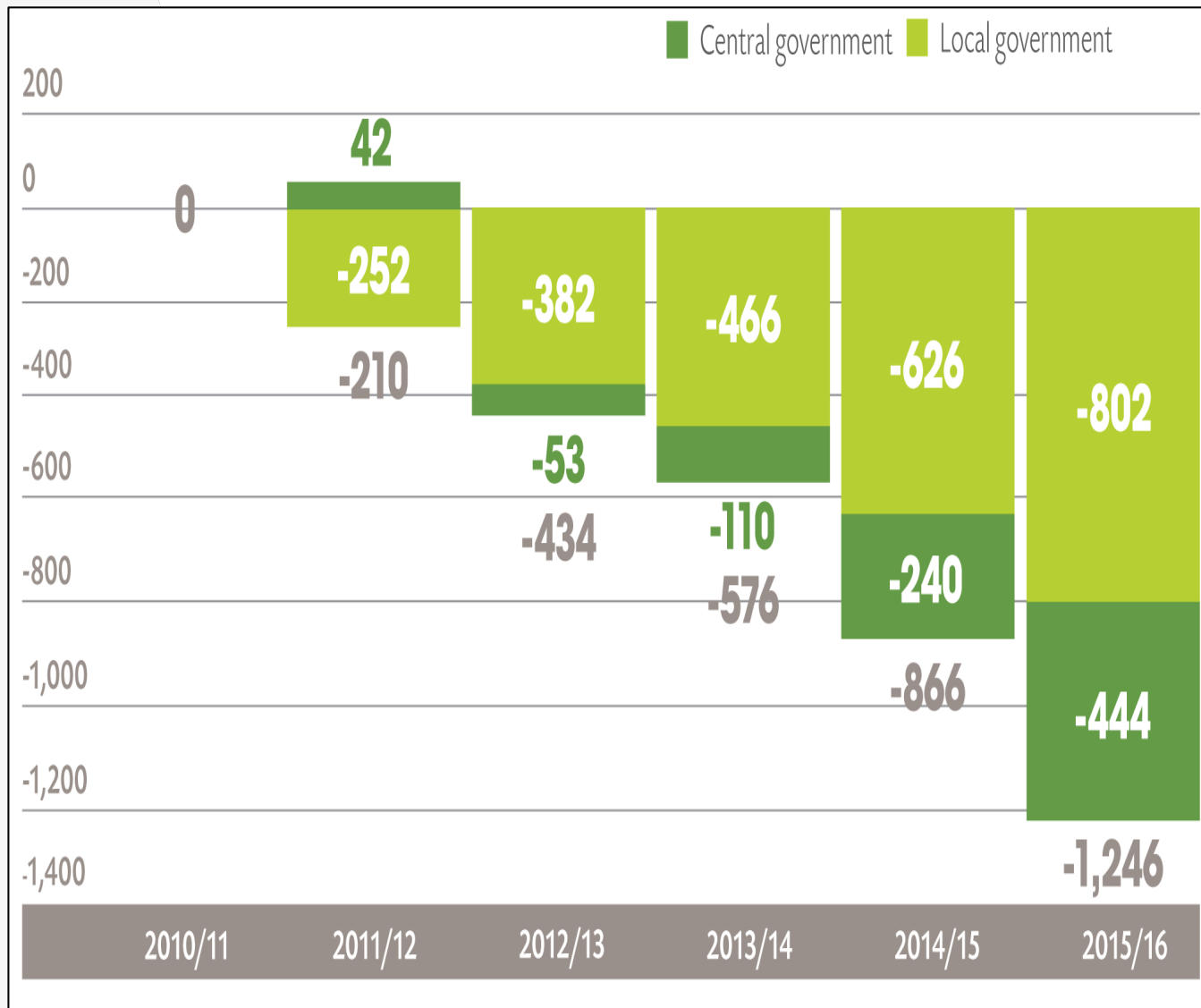
A.N.D

From the NCVO
Almanac 2013

Shows sources of
funding to voluntary
sector from 2001-2010

Steep rise in funding
from statutory sources
– mainly in the form of
contracts with local
government, education
and health providers





From the NCVO Civil Society Almanac 2012

Projection of government cuts 2010 – 2015

More subsequently announced

Reduction in public sector buying power

- Cost of housing in London and general downward pressure on wages mean more households in financial trouble
- Inner West and Inner East London boroughs have seen substantial population growth and decline in the percentage of poor households (from 2008-2011)
- Poverty rates in Outer London East, North East and South increased markedly (13-15 % and even more within already poor areas) – these are the areas with the highest number of children

If parents can't pay for children to get involved in wider cultural activities – *who might?*

JOB'S OF THE FUTURE

- The London LEP has been awarded €748.6m of European Social Fund (ESF) and European Regional Development Fund (ERDF) to invest in boosting jobs and growth for London.
- Additionally Youth Employment Initiative €37 million for getting young people into work
- Scale of cultural employment
- Scale of inequity in terms of youth unemployment - 1:4 young people unemployed
- 1:6 jobs in London are in the creative industries, but are they accessible to young Londoners?

How can London
have the best
schools and the
worst youth
unemployment?

Skills and employment

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What is the
link between
cultural
education and
employment?

Investment in Schools

—Nationally – £21 billion capital investment; over 275,000 new primary school places; 245,000 new secondary school places; up to 180 new Free Schools; 20 University Technical Colleges and 20 Studio Schools *a year*

—£50 million for nurseries and schools - early-years pupil premium for disadvantaged three- and four-year-olds from 15-16

—New child poverty strategy encourages schools to develop non-cognitive skills – ‘character’

How to give
schools
confidence to
use pupil
premium on
cultural
activity?

Pupil Premium 2013/2014

	Number of Pupils	PP Funding (2013/14)
Tower Hamlets	22,850	£20,559,000
Newham	22,640	£20,375,000
Southwark	18,360	£16,522,000
Lambeth	15,420	£13,878,000
Haringey	14,650	£13,183,000
Lewisham	14,090	£12,678,000
Hackney	13,790	£12,412,000
Islington	13,420	£12,081,000
Wandsworth	10,450	£9,385,000
Camden	10,130	£9,111,000
Westminster	9,820	£8,810,000
Hammersmith and Fullam	7,730	£6,956,000
Kensington and Chelsea	4,880	£4,389,000
City of London	70	£62,000
Inner London	178,300	£160,401,000

	Number of Pupils	PP Funding (2013/14)
Enfield	18,810	£16,921,000
Croydon	16,740	£15,059,000
Brent	14,610	£13,145,000
Ealing	14,450	£13,001,000
Greenwich	14,330	£12,822,000
Waltham Forest	14,000	£12,603,000
Barking and Dagenham	13,600	£12,234,000
Barnet	13,040	£11,712,000
Redbridge	11,620	£10,456,000
Hillingdon	11,340	£9,992,000
Hounslow	10,720	£9,630,000
Bromley	9,230	£8,295,000
Bexley	8,260	£7,426,000
Havering	7,470	£6,716,000
Harrow	7,470	£6,710,000
Sutton	6,030	£5,424,000
Merton	5,930	£5,327,000
Richmond upon Thames	3,740	£3,320,000
Kingston upon Thames	3,420	£3,047,000
Outer London	204,810	£183,840,000

20% of Pupil Premium funding in England is concentrated in London

Source: www.libdems.org.uk

“The term arts and culture doesn’t alienate me personally but I think for a lot of teenagers in London it would and it’s not really seen as a ‘cool’ thing to do.” (18yrs)

Children and young people are as diverse a groups as adults – they don’t have *ONE* opinion

But - can be very *alienated* by traditional approaches, can become ‘fixed’ in a prejudice early-on

“I haven’t considered going to musicals, dance or theatre. Although there are certain musicals I’m sure I would enjoy seeing, like The Book of Mormon, in general it just doesn’t appeal to me that much. I kind of see all three of these activities as middle-aged pastimes.” (18yrs)

“Something like opera or ballet wouldn’t really count for me. The people that go to those sorts of things... well, there’s too much going on in their heads. My friends would describe them as ‘la di dah’ if you see what I mean.” (22yrs)

“I’m not into museums, or opera or anything classical, mainly because they are not aimed at my age group. I’m more of a person who likes to be hands-on and do something, rather than just look and listen. I prefer a more lively atmosphere!” (13yrs)

“To me anything creative should fit inside the definition [of arts and culture] as unconventional as it may be. Creativity has no limits.” (25yrs)

“I have many role models in the beauty world, who I have also come across from YouTube. They have inspired me to take an interest in many of my hobbies... I love how something can enhance the way you look; that really inspires me.” (15 yrs)

Children and young people are creative – often want to do more

What can they tell us about how to shape our offer?

“Well it is through my friends but we have this page on Facebook made for all the sixth formers in my year at school, and when anything is available for us to do they post it on that page and they leave a link to information about it, and if interested we check it out.” (17yrs)

“I want my daughter to be exposed to as much knowledge, creativeness and I guess culture as I can and even at a very young age you can see her enjoying it, which is fantastic.” (21 yrs)

I got interested in graphic design because of the different games I play on my Xbox and also my Dad likes that stuff (13yrs)

“I like to go to places that are open all the time, so I can just drop in and turn up when I like. That way if I don't like something, or I'm bad at it, it doesn't matter... I can just try things out.”
22



A.N.D

CONNECTED LONDON

 **Innovation
Unit**

- All children and young people should be able to get involved in arts and culture
- About happier young people with skills that are relevant to the future economy of London
- Quality of cultural education (in school, youth setting, cultural orgs) is patchy
- Localities are crucial

‘ I love that different places have different vibes in London. They all bring something special and different to the experience ’

*My Culture, My London –
Danielle 22 years old*

- Testing models of doing things differently
- Recognise growth opportunities
- Respond to changing economy and changing role of public sector

“I like to go to places that are open all the time, so I can just drop in and turn up when I like. That way if I don’t like something, or I’m bad at it, it doesn’t matter... I can just try things out.” My Culture, My London -

**Every part of London to have a
thriving cultural education
programme by 2018**

BIG CHALLENGES & BIG OPPORTUNITIES NEED BIG IDEAS

Beyond London

Engagement

1. Adopt a user focus to the work

Sustainability

2. (Only) invest in sustainable projects

Partnerships

3. Develop innovative partnerships & partnerships for innovation

Technology (enabler)

4. Explore Technology

Arts & culture in schools

5. Rethink schools as the place for learning

Community capacity

6. Challenge existing roles and hierarchies

CONNECTED LONDON

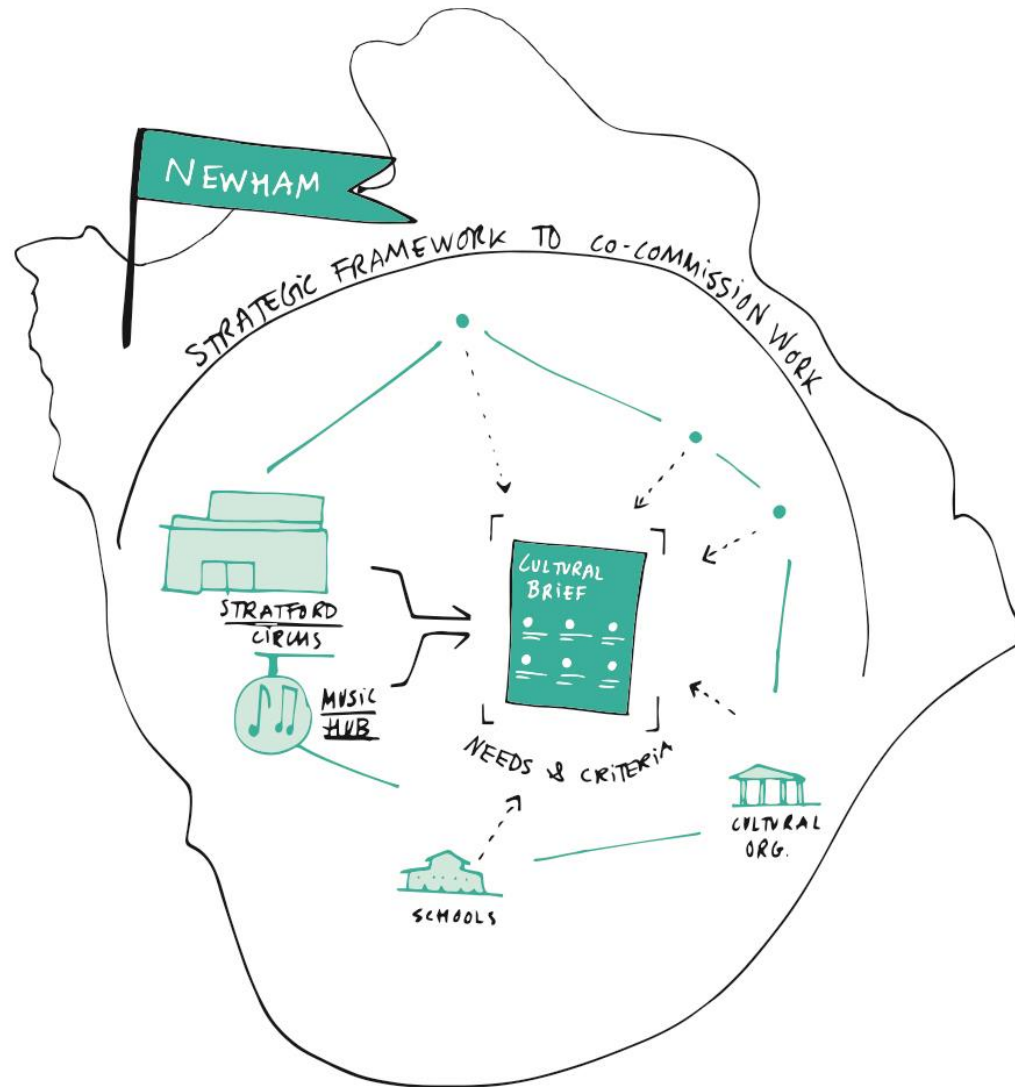


ENGAGEMENT

Adopt a user focus to the work



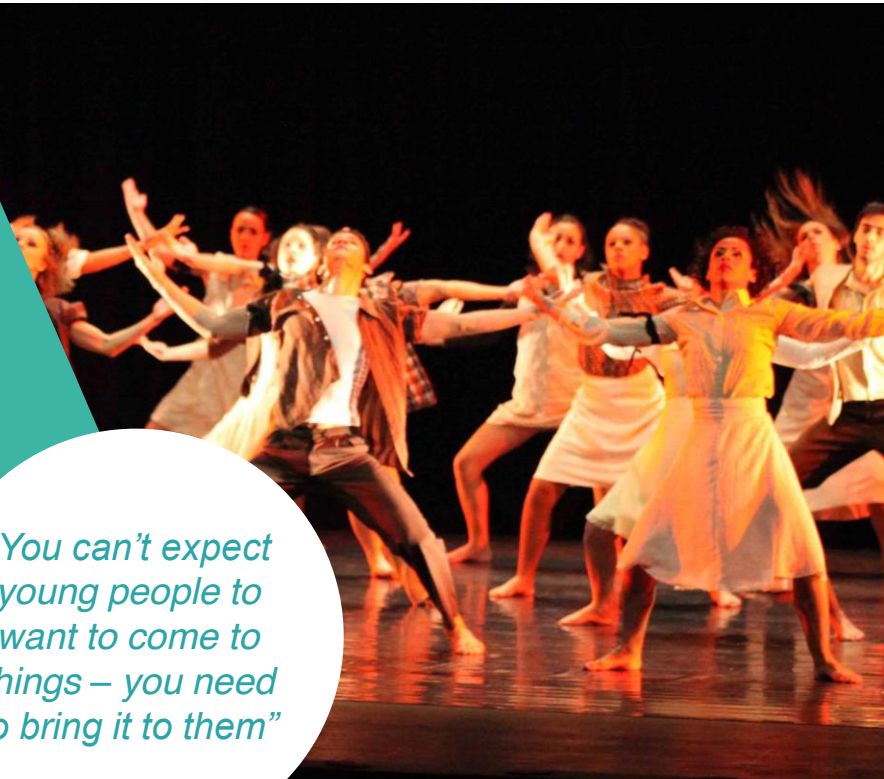
ENGAGEMENT



ENGAGEMENT

START TOMORROW...

- Research young people's interests/ wants/needs
- Know where young people are; where they meet and what they do
- Seek out learners, teachers and school leaders who do not currently engage and listen to them
- Spend proper time with users and service providers to gain insights into existing provision
- Engage all staff in understanding young people's perspectives



“You can’t expect young people to want to come to things – you need to bring it to them”

Salto Festival, Sweden

SUSTAINABILITY

**(Only) invest in
sustainable projects**





Understanding Camden

The creative and cultural sector is vital to the economy in Camden and represents 44,000 jobs. There are a huge number of high quality creative opportunities available for young people in and out of school in the borough.

Challenge: Significant changes taking place in both the education and cultural sectors at local and national level are contributing to the increasingly uncertain funding landscape.



Opportunity: Build on existing strong cultural provision in the borough and provide support for the development of partnerships and sustainable project development.



Vision: Schools and other education providers can commission and co-design innovative, creative, needs-led partnerships with cultural organisations.

SUSTAINABILITY

START TOMORROW...

- Explore new models of financing
- Stimulate and support schools to become more entrepreneurial in their cultural activities
- Broker new relationships with the private sector
- Map and exploit local assets
- Explore unused community assets and take a holistic approach to projects that have an impact in the economy
- Develop a new business model, making an income (social enterprise)

*“Social enterprise
and micro
businesses to fund
core activity”*



Teach a Man to Fish

PARTNERSHIPS

Develop innovative
partnerships & partnerships
for innovation






PARTNERSHIPS

START TOMORROW...

- Complete stakeholder and asset maps
- Work with schools to find out what would attract them to take part in new partnership arrangements
- Seek out and engage partners with skills you don't have
- Share resources to grow more
- Invest in real partner relationships, that go beyond 'funder-provider'



*“engaging kids
with the locality in
which they live”*

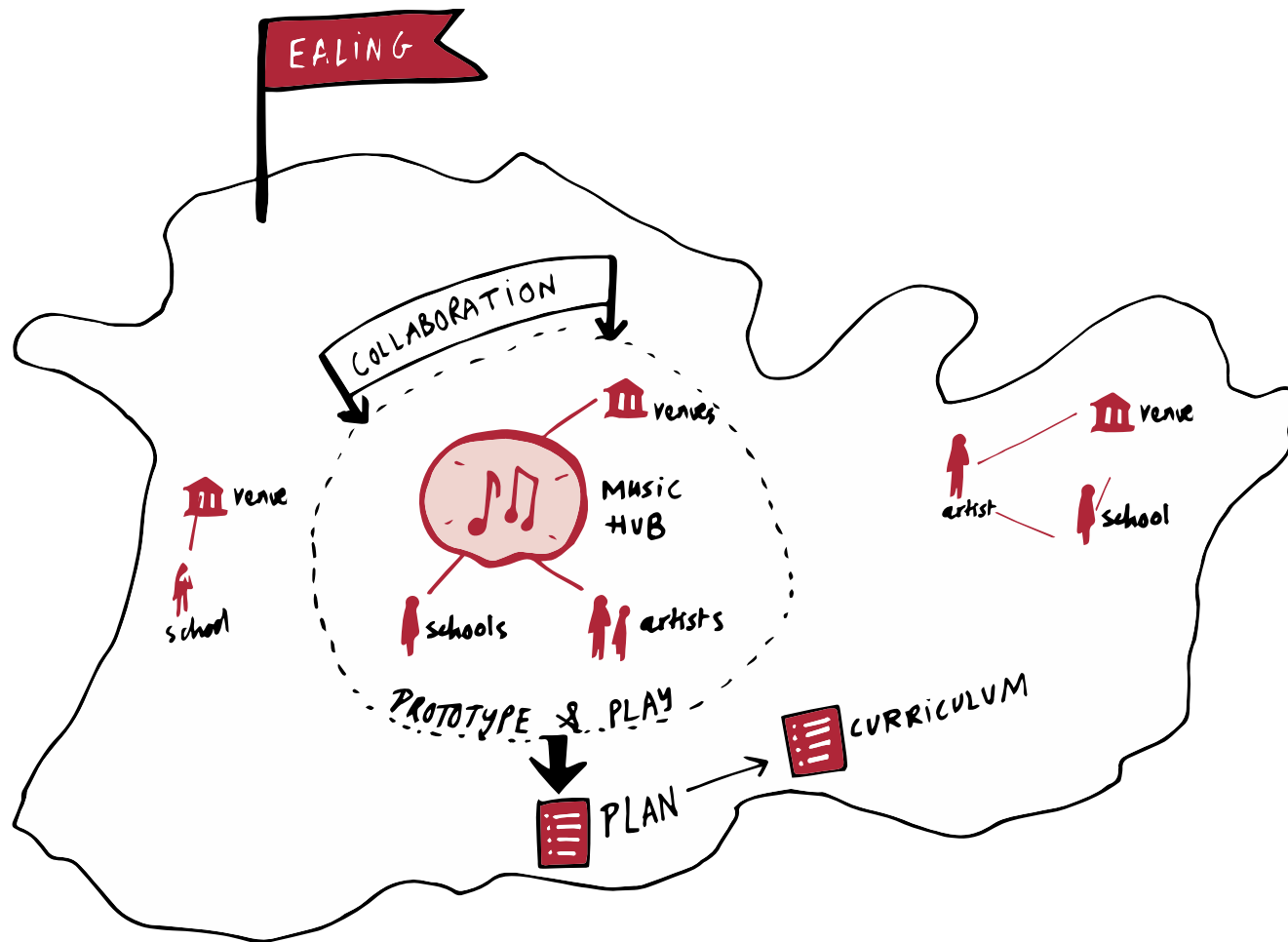
Fiskars Model

ARTS & CULTURE IN SCHOOLS

Rethink Schools as the place
for learning




ARTS & CULTURE IN SCHOOLS



ARTS & CULTURE IN SCHOOLS

START TOMORROW...

- Share examples from the horizon scan with schools; host workshops in local authorities and chains for school leaders
- Promote and model learner agency through cultural learning
- Free learning from schools, prioritise the development of learning opportunities in the community, into businesses, into virtual spaces and, of course into museums, galleries, studios, theatres etc.



*“Can a museum
be a school?
Location can bring
different people
together”*

Kuopio Cultural Paths

EXPLORE TECHNOLOGY





Understanding Islington

Islington has a wealth of cultural organisations, and many are keen to engage with schools and young people. There is a desire across the borough from both the council and headteachers to improve awareness and access to these organisations and the creative opportunities they offer.

Challenge: At present, schools and cultural providers in Islington have no standardised way of communicating with each other, making it difficult to capitalise on opportunities for collaboration.



Opportunity: Support arts organisations to promote their learning programmes and reach appropriate education audiences.

Vision: Arts organisations have a stronger connection with local teachers and educational institutions across Islington.

TECHNOLOGY

START TOMORROW...

- Decide you are going to build your capacity to use and advocate for the potential of technology
- Find a technology partner
- Locate learning and cultural organisations making great use of technology
- Seek investment in technology and support projects to do so too
- Broker sharing costs and resources to help stimulate the market

*“crowdsourcing
allows everyone to
have an equal voice”*



E TEACH.
COLLABORATE.
LEARN.

Stock Yard Institute, SITE

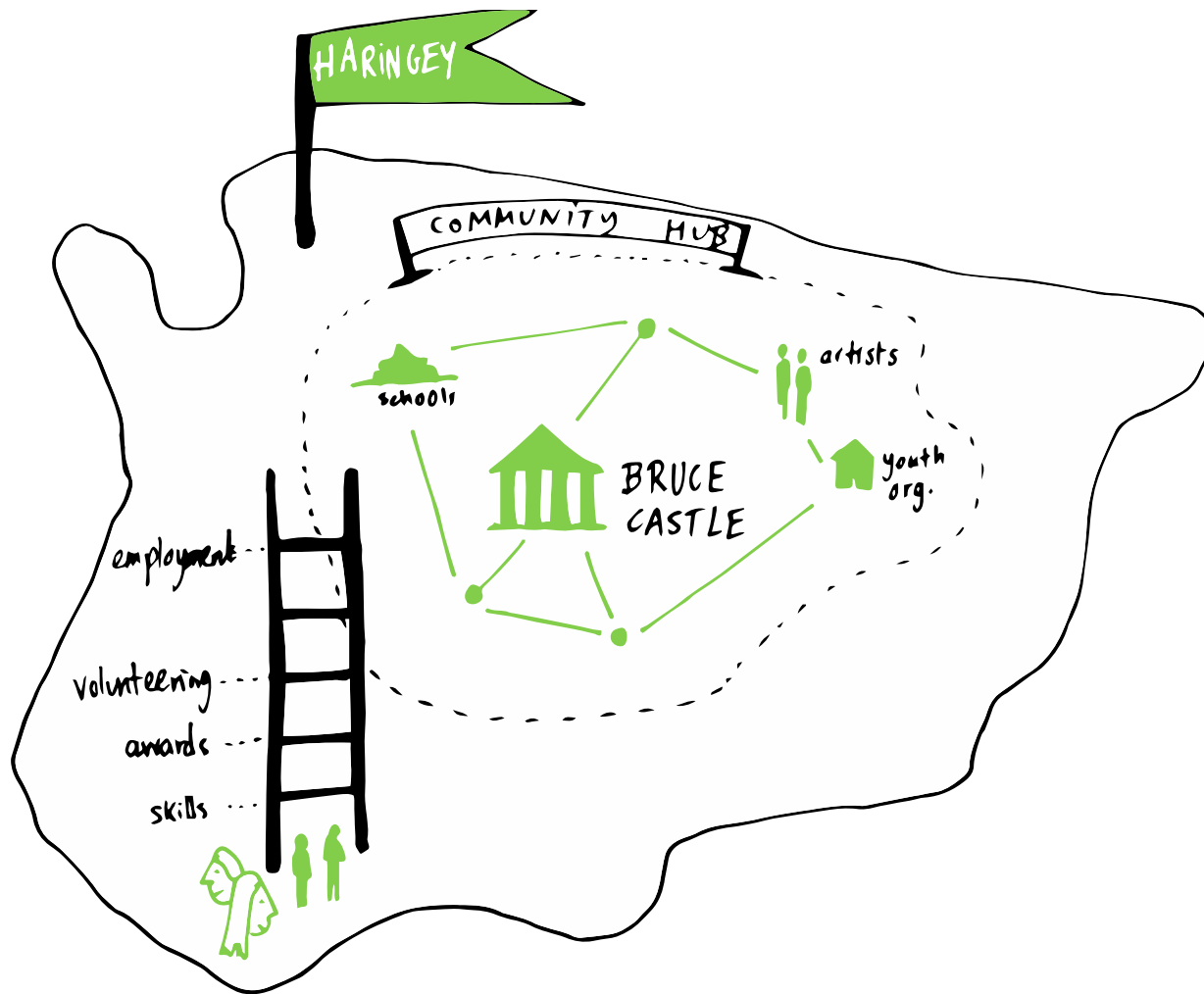
COMMUNITY CAPACITY

Challenge existing roles
and hierarchies



UK Parliament

COMMUNITY CAPACITY



COMMUNITY CAPACITY

START TOMORROW...

- Engage families, children and young adults in the design, delivery and evaluation of cultural learning
- Secure sponsorship for and support internships, apprenticeships and work placements in cultural organisations
- Promote young people's own creative and cultural achievements through exhibitions, concerts, productions



“Students replacing members of staff and learning by doing”

High School Explainers Programme
Exploratorium

In your place – focus on one or two places on your table

What are the assets and resources?

Who are the potential partners?

Where are the new customers and opportunities?

What is the first step and who will take it?